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ABSTRACT

This report presents information about Idaho programs and services for students with disabilities and gifted/talented students for the 1998-99 school year. Also included is information on State Department of Education accomplishments, student results, school district programs, services and personnel, dispute resolution, funding, and unmet needs. First, 10 department of education accomplishments are listed, including establishment of performance goals and indicators; a new monitoring system; and a new teaching certificate. Results for students with disabilities are reported for graduation rate, dropout rate, participation and performance in statewide assessments, qualified personnel, disproportionality based on race, long-term suspensions and expulsions, and post-school outcomes. Next, data on school district programs and services are presented including number of special education students served, related services, and placement in the least restrictive environment. The last three sections concerning students with disabilities address resolution of special education disputes, special education funding, and the unmet needs of students with disabilities. Information provided for gifted and talented students includes identification of three department of education accomplishments and data on numbers of gifted/talented students served, the services provided, gifted and talented funding, and five unmet needs of gifted and talented students. Four appendices provide additional data on funding and number of students served by district. (DB)

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Serving Exceptional Children

A Report to the Idaho Legislature January 2000

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Presented by
Dr. Marilyn Howard
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INTRODUCTION

This report provides information on 1998-99 school year activities involving exceptional students. The term "exceptional students" refers to individuals with disabilities or gifts and talents who have unique needs that require specially designed instruction, administrative accommodations, or curriculum modifications in order to receive an education appropriate for their needs. School district programs for students with disabilities are provided in accordance with the federal Individuals with Disabilities Education Act (IDEA) Amendments of 1997, state law, and regulations. Gifted and talented programs in Idaho are provided pursuant to Idaho Code §33-2001 and §33-2003, enacted in 1991 and amended in 1993.

The establishment of performance goals in 1998-99 is playing a pivotal role in serving students with disabilities. Performance goals provide direction in five key areas:

- graduation and dropout rates
- participation in and performance on statewide assessments
- post-school outcomes
- suspension and expulsion rates
- the quality of personnel serving students with disabilities

In prior years, the Idaho State Department of Education (like its counterparts in other states) focused on procedural issues. For example, the state's monitoring system gave considerable attention to whether school districts complied with requirements related to paperwork, meetings, and parent rights. This system placed little emphasis on the extent to which special education services contributed to better educational results, independence, and productivity for students with disabilities.

With the establishment of performance goals and funding of a State Improvement Grant, the State Department of Education has taken critical steps to redefine priorities and to focus attention and resources on student *results*. This year's report to the legislature includes a section titled "Results for Students with Disabilities," which provides statistical data related to performance goals—such as graduation and dropout rates. Future reports to the legislature will compare year-to-year progress in meeting performance goals.

As the State Department of Education continues to collect and analyze data on how students are doing, it undoubtedly will identify unmet needs more clearly than it now can. Future legislative reports will provide a better picture of unmet needs and more specific strategies for meeting those needs, some of which may require assistance from the legislature.

Note: This report was prepared by the Idaho State Department of Education (SDE), Bureau of Special Education, pursuant to Idaho Code §33-1007 and was partially funded by grant number H027A980088A pursuant to the Individuals with Disabilities Education Act.

A. STATE DEPARTMENT OF EDUCATION ACCOMPLISHMENTS ON BEHALF OF STUDENTS WITH DISABILITIES

- **Revised Manual**: A task force of special education teachers, special and general education administrators, parents, and State Department of Education personnel continued to meet in 1998-99. The work of the task force culminated in the summer of 1999 with the publication of the revised *Idaho Special Education Manual,* which serves as a sample set of local policies and procedures for special education. The revised manual reflects new federal regulations, which became effective May 11, 1999.

- **Performance Goals and Indicators**: In September 1998, Idaho set goals and indicators to improve the performance of students with disabilities relative to (1) graduation and dropout rates, (2) participation in and performance on statewide assessments, (3) post-school outcomes, (4) suspension and expulsion rates, and (5) the quality of personnel serving students with disabilities. Data collection and analysis systems were enhanced as the first in a series of steps to use student-results data to make progress toward Idaho's performance goals and indicators.

- **State Improvement Grant**: The State Department of Education submitted an application for a State Improvement Grant to the U.S. Department of Education on October 1, 1998. It was funded for $625,000 per year for five years beginning February 1, 1999. The grant prompted long-range planning and enabled funding for systematic strategies to progress toward Idaho's performance goals and indicators. The Department launched a number of grant activities in the spring of 1999, the results of which will be included in the next legislative report.

- **Personnel Development Plan**: The State Special Education Advisory Panel was instrumental in developing and adopting a five-year personnel development plan with strategies related to retention, recruitment, certification, and training. This work served as a foundation for much of the needs assessment, goals, and activities of Idaho's successfully funded State Improvement Grant. The panel was instrumental in encouraging the State Department of Education to apply for the grant, as well as in startup and implementation activities.

- **New Monitoring System**: A new monitoring system was developed and piloted. The system emphasizes student results, self-evaluation, strategic planning, and continuous improvement.

- **New Teaching Certificate**: The State Department of Education participated with other members of the Early Childhood Consortium to establish a blended teaching certificate. Individuals who obtain this new certificate will have expertise in early childhood education and special education and will be able to hold general or special education teaching assignments through grade three.

- **Renegotiated Preschool Agreement**: The Preschool Interagency Agreement involving the State Department of Education, the Department of Health and Welfare, public schools, and Head Start Programs was renegotiated to reflect the current responsibilities and commitments of each agency.

- **Interagency Task Force on Students with Emotional Disturbance**: The State Department of Education facilitated ongoing meetings of an interagency task force that included representation from school administrators; the Department of Health and Welfare, Family and Children's Services; the Department of Juvenile Corrections; the Department of Correction; the Governor's Office; county probation; and parents. Although the task force did not complete its work in 1998-99, it did make significant progress toward a new interagency agreement to improve services for students with emotional disturbance.

- **Agreement Regarding Students in DJC's Custody**: An agreement between the Departments of Education and Juvenile Corrections (DJC) was renegotiated to enhance cooperation between public schools and private providers in educating students in DJC's custody who are placed in private residential programs.

- **Training and Technical Assistance**: In 1998-99 the State Department of Education provided a wide range of special education training and technical assistance to general and special education teachers and administrators, related services providers, and paraprofessionals. Parents were also welcome and in attendance at the majority of training events. Training topics included behavior issues, discipline, inclusion, curriculum adaptations, assessment of students with limited English proficiency, rules and regulations, Section 504 of the Rehabilitation Act, secondary transition, literacy for at-risk students, assistive technology, medically fragile students, study skills, and autism.

B. RESULTS FOR STUDENTS WITH DISABILITIES

The Individuals with Disabilities Education Act Amendments of 1997 require the state to establish performance goals and indicators for children with disabilities that are consistent, to the maximum extent appropriate, with goals and standards established for all other children. Every two years, the state must report to the U.S. Department of Education and the public progress in meeting these goals.

In September 1998, a task force of general and special educators and State Department of Education personnel selected the following performance goals concerning students with disabilities:

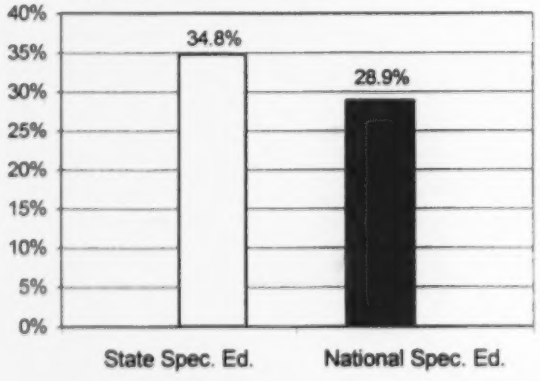
- increase the graduation rate
- decrease the dropout rate
- include all students in statewide assessments
- improve academic performance
- increase the quality of personnel
- decrease suspensions and expulsions
- improve post-school outcomes

Data has been collected and analyzed for six of the seven performance goals (all but post-school outcomes).

Graduation Rate

The state posted a modest increase in its special education graduation rate, from 34.2% in 1996-97 to 34.8% in 1997-98. Idaho's special education graduation rate of 34.8% is higher than the national special education graduation rate of 28.9%. However, while 88.6% of all Idaho seniors graduate, less than 40% of all Idaho students with disabilities from age 17 through 21 graduate. The formula used to calculate the graduation rate is the number of special education students ages 17-21 who completed high school, divided by the total number of students ages 17-21 receiving special education services. This formula does not account for students who dropped out prior to their senior year. The graduation rate for 1998-99 will be available March 2000.

Fig. 1. State and National Special Education Graduation Rates

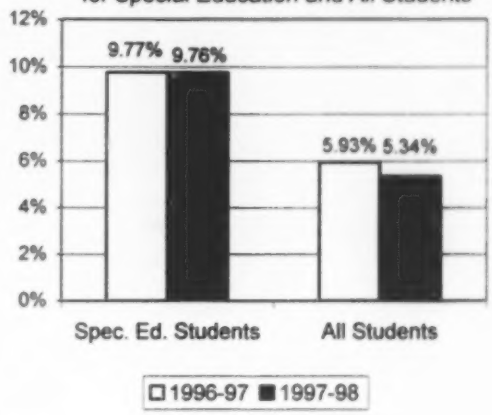


Note: State and national graduation rates include the most recent year such data is available, which is 1997-98 for Idaho and 1995-96 for the nation.

Dropout Rate

Idaho's special education dropout rate remained steady, moving from a 1996-97 rate of 9.77% to a 1997-98 rate of 9.76%. The formula used to calculate the dropout rate is the number of special education students ages 14-21 who discontinued special education services because they dropped out or for unknown reasons, divided by the total number of students in special education ages 14-21. Efforts are being made to better align special education dropout data with general education data to provide a more accurate comparison of the two rates. The dropout rate for 1998-99 will be available March 2000.

Fig. 2. State Dropout Rates for Special Education and All Students



Participation in Statewide Assessments

Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP)—Compared to 1997-98 data, 1998-99 data showed dramatic gains in the number of special education students participating at every grade level tested. Idaho administers the ITBS/TAP to the 3rd through 11th grades annually. Historically, the majority of special education students have been excluded from these tests.

Direct Writing Assessment (DWA)—The number of special education students participating in this assessment in 1998-99 increased significantly compared to the 1997-98 school year. Grade 4 posted a 56% increase in participation, grade 8 had an 88% increase, and grade 11 showed a 60% increase. The DWA is administered statewide only in grades 4, 8, and 11.

Direct Math Assessment (DMA)—There were considerable gains in the number of special education students participating in the DMA in 1998-99. Grade 4 posted an 89% increase, and grade 8 showed a 74% increase. The DMA is administered statewide only in grades 4 and 8.

Alternate Assessments—Alternate assessments are being developed for the small minority of students who are unable to participate in the regular assessment program, even with accommodations in administration. They are scheduled to be available statewide in the fall of 2000. Until that time, districts are assessing students who meet the alternate assessment criteria on an individual basis with assessment instruments of local choice.

Performance on Statewide Assessments

Although a record number of special education students participated in the 1998-99 statewide testing, the statewide average special education score varied little from the previous year. Results from tests listed below show a significant discrepancy between scores for special education

students and scores for all students. The goal of the State Department of Education is to raise expectations and performance of special education students.

Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP): The 1998-99 academic performance by special education students on the ITBS/TAP represents baseline data. Table 1 compares the 1998-99 ITBS/TAP core totals for special education students with the core totals for all students.

Table 1
Statewide Core Totals on ITBS/TAP for Special Education and All Students

	Grades								
	3	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Average Percentile Rank Score for Special Education Students	15	18	13	16	12	18	10	14	19
Average Percentile Rank Score for All Students	42	48	46	56	59	60	46	60	59

Direct Writing Assessment (DWA)—In spite of a significant increase in participation of special education students, the 1998-99 DWA average for special education students remains unchanged from the prior year. The goal of the test is to score a 3, or "satisfactory," on a scale of 1-5: minimal, developing, satisfactory, proficient, and advanced. Table 2 compares the 1998-99 DWA scores for special education students with the scores for all students.

Direct Math Assessment (DMA)—The DMA was administered to a record number of special education students in grades 4 and 8 in 1998-99. This data will serve as a baseline for future comparisons. The goal of the test is to score a 3, or "satisfactory," on a scale of 1-5: minimal, developing, satisfactory, proficient, and advanced. Table 2 compares the 1998-99 DMA scores for special education students with the scores for all students.

Table 2
Statewide Scores on DWA and DMA for Special Education and All Students

	Direct Writing Assessment		**Direct Math Assessment**	
	Special Education Students	All Students	Special Education Students	All Students
Grade 4	2.0	3.0	2.1	3.0
Grade 8	2.0	3.0	1.6	2.7
Grade 11	2.5	3.6		

Qualified Personnel

Recruitment of sufficient numbers of qualified special education teachers and related services providers continues to be a problem for school districts. In 1998-99, an average of 5.6 applicants applied for all certificated positions (general and special education combined); however, an average of only 1.9 to 3.2 applied for special education certificated positions.

School districts that are unable to fill vacancies with certificated educators must seek approval from the State Department of Education to hire candidates who do not meet the state's standards. Candidates who do not meet the standards for special education and related services positions are being hired under letters of authorization (LOA's) or as consultant specialists. Compared to 1997-98, there was a 68 percent increase in the use of individuals hired under LOA's and as consultant specialists to fill special education vacancies. While only 10 percent of all certificated staff employed by Idaho school districts were in special education or related assignments in 1998-99, 63 percent of all individuals hired under LOA's and 24 percent of all consultant specialists served in special education or related assignments. Table 3 summarizes special education personnel shortages.

Table 3
Special Education Personnel Shortages in 1998-99

Position	Number of Personnel Employed with a Letter of Authorization	Number of Personnel Employed as Consultant Specialists
Special Education Teacher	25	14
Early Childhood Special Education Teacher	3	4
Speech/Language Pathologist	6	12
School Psychologist	4	1
TOTAL for Special Education	**38**	**31**
TOTAL for Special and General Education	**60**	**129**

The type and number of special education personnel employed by Idaho school districts in 1998-99 are listed in table 4 below. The table 4 below shows that school districts rely heavily on support and assistance from paraprofessionals.

Table 4
Special Education Personnel in Idaho School Districts in 1998-99

	Full-Time Equivalents Employed	Actual Number Employed	Actual Number Contracted
Early Childhood Special Education Teachers	121.1	141	0
Elementary Special Education Teachers	556.6	667	0
Secondary Special Education Teachers	422.7	596	0
Total Special Education Teachers	**1100.4**	***1292**	**0**
Speech/Language Therapists	166.6	191	25
School Psychologists	117	136	8
Psychological Examiners	6.4	8	3
Special Education Administrators (Directors, Supervisors and Coordinators)	54.3	63	0
Occupational Therapists	7.2	11	55
Physical Therapists	1.4	3	44
School Social Workers	46.4	54	0
Rehabilitation Counselors**	8**	8**	0
Audiologists	6.8	9	4
Total Certificated Personnel	**1514.5**	**1775**	**139**
Instructional Assistants	1651.5	2113	0
Related Services Assistants	48	61	0
Interpreters	41.6	53	0
Certificated and Noncertificated Personnel	**3255.6**	**4002**	**139**

* Unduplicated total—some teachers work with students from more than one age level.

** Refers to the number of counselors employed by the Division of Vocational Rehabilitation (DVR) who are assigned full time to schools. DVR also employs 66 counselors statewide who serve adults and students.

Disproportionality Based on Race

Federal law prohibits discrimination based on race. Fair treatment includes the use of valid and unbiased procedures to determine eligibility for special education and placement in the least restrictive environment. Disproportionality figures are an indication of whether these procedures are being carried out in an unbiased manner.

Idaho has chosen to use the "equity formula," or E-formula, established by the Ninth U.S. Circuit Court of Appeals, to determine if significant disproportionality based on race exists in special education. The E-formula is based on the overall ethnic composition of the state and allows for a standard error of measurement that results in an expected range. Table 5 below notes concerns regarding disproportionality based on race for 1998-99.

Table 5
Disproportionality Based on Race in 1998-99

	Expected Range	Number of Students in Idaho	Variance from Expected Range for Idaho Students
Identified with a Disability			
Native Americans	338-377	533	over 41%
Particular Impairment			
Learning Disability—Native Americans	172-199	342	over 72%
Mental Retardation—Hispanics	219-248	372	over 50%
Mental Retardation—Native Americans	26-38	60	over 58%
Language Impairment—Hispanics	170-196	315	over 61%
Developmental Delay—Hispanics	247-278	394	over 42%
Educational Setting			
Resource Room—Hispanics	622-670	922	over 37%
Resource Room—Native Americans	78-97	201	over 107%
Self-Contained Classroom—Hispanics	160-185	214	over 16%
Public Separate Day School—Hispanics	129-152	226	over 49%

Long-Term Suspensions and Expulsions

During the 1998-99 school year, the first year of reporting, 81 special education students statewide were either suspended more than 10 days or expelled. This is less than 1% of the school-age special education population (.34 %). Although this number seems low, four districts accounted for 38.3% of the suspensions, although they served only 10.4% of the special education population of the state.

A comparison of special education and general education suspension/expulsion rates is being hampered by separate and different reporting systems. Different collection requirements in the

Individuals with Disabilities Education Act (IDEA) and the Safe and Drug Free Schools Act contribute significantly to this problem. Efforts are underway to unify, or modify, the manner in which data is collected to allow for meaningful comparisons.

Post-School Outcomes

The State Department of Education is currently finalizing arrangements with a contractor to collect post-school outcome data. This project will follow students for five years after exiting school by graduating, dropping out, or aging out. Students will receive a letter from the State Department of Education annually, accompanied by a short survey at the end of the first, third, and fifth years. The purpose of the survey is to determine the level of success experienced by these individuals as adults.

Use of Data

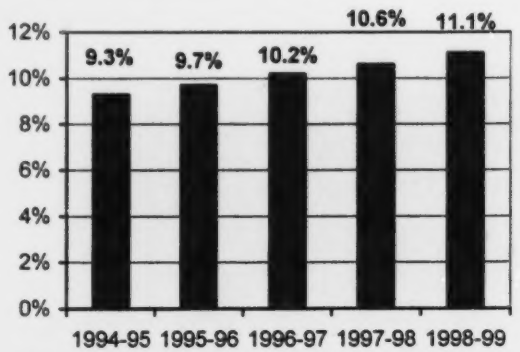
As of 1998-99, baseline data is available for all but one performance goal (post-school outcomes), enabling Idaho to take the next steps toward improving educational results for students with disabilities. The State Department of Education is providing each school district with data on performance goals and indicators. Districts are asked to review, analyze, and use the data to improve their services and programs. The State Department of Education has already incorporated data from performance goals and indicators into the special education monitoring process, and is increasingly using this data to determine its priorities, set policies, and allocate its resources. Future legislative reports will note the state's progress toward these goals.

C. SCHOOL DISTRICT PROGRAMS AND SERVICES FOR STUDENTS WITH DISABILITIES

Special Education Students Served

Special education services were provided to students who met established eligibility criteria for one or more of 14 categories of disabilities. In 1998-99 public schools served 27,269 special education students, an increase of 1,347 students since the prior year. Approximately 11.1 percent of all public school students in Idaho were served in special education programs. Additionally, 200 children with disabilities were served by agencies other than public schools—101 fewer students than last year. This decline is primarily the result of the Department of Health and Welfare's shift in focus away from preschool students and toward infants and toddlers. Table 6 at the bottom of the page lists the number of special education students served by all agencies.

Fig. 3. Percentage of Public School Students Served in Special Education



Note: The percentage of Idaho public school students served in special education has steadily increased over the past several years.

While the total number of students served in special education has increased by nearly 22 percent since 1994-95, certain disability categories show much larger increases; many of these categories pertain to more severe disabilities, including autism (up 160 percent over 1994-95), emotional disturbance (up 35 percent), traumatic brain injury (up 49 percent), and visual impairment (up 44 percent). Finally, there is a nationwide rise in the number of students with attention deficit disorder (ADD); many of these students are served under the "other health impairment" category, which has increased 93 percent since 1994-95. Table 7 on the next page provides information on the number of students served by school districts and agencies in each disability category over the last five years.

Table 6
Agencies Serving Special Education Students in 1998-99

Agency	Number of Students
Idaho Public Schools	27,269
Idaho School for the Deaf and the Blind	99
Department of Juvenile Corrections	41
Department of Correction	9 (all incarcerated in adult prisons)
Department of Health and Welfare	14 (all preschoolers)
Federally Funded Head Start Programs	37 (all four-year-olds)
Total	27,469

Related Services

In 1998-99, districts provided an assortment of related services to special education students. Regulations under the Individuals with Disabilities Education Act define related services as follows:

> Transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services, and parent counseling and training.

The related services in highest demand were speech/language therapy services, followed by occupational therapy, physical therapy, psychological services, hearing services, school social work services, and vision services.

Table 7
Number of Special Education Students Served in Each Disability Category

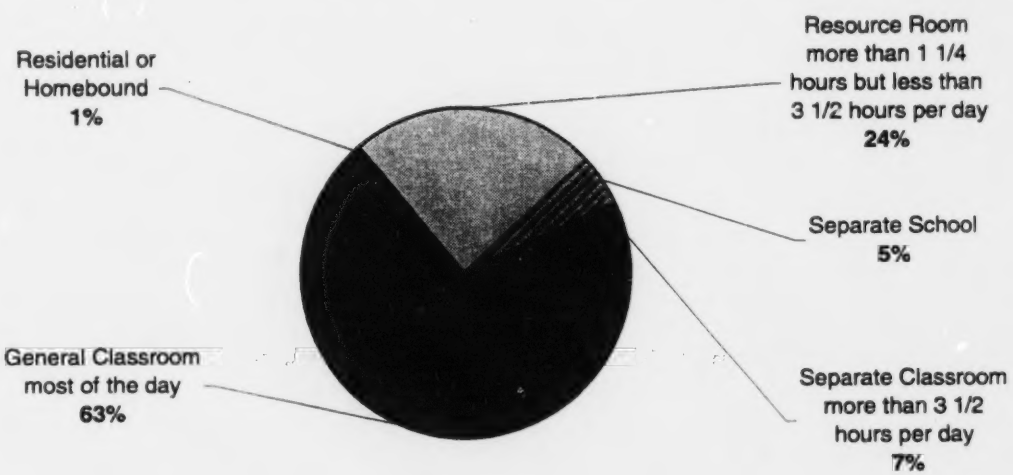
	1994-95	1995-96	1996-97	1997-98	1998-99
Autism	88	126	159	183	229
Deafness	125	112	111	116	105
Deaf-Blindness	5	10	9	13	16
Developmental Delay*	1,636	1,908	2,021	2,351	2,730
Emotional Disturbance	491	564	600	631	664
Hearing Impairment	177	234	217	222	218
Mental Retardation*	2,815	2,868	2,886	2,723	2,426
Multiple Disability	363	426	488	494	511
Other Health Impairment	503	631	717	835	970
Orthopedic Impairment	170	161	157	151	162
Specific Learning Disability	11,748	12,270	13,106	13,634	14,216
Speech/Language Impairment	4,222	4,323	4,486	4,601	4,955
Traumatic Brain Injury	98	122	158	149	146
Visual Impairment	84	100	108	120	121
Total	22,525	23,855	25,223	26,223	27,469

*Prior to the 1998-99 school year, the developmental delay category included only children 3-5 years of age. Beginning in 1998-99, the developmental delay category applied to children 3-9 years of age. It is likely that some students previously identified under the mental retardation category are now being identified under the developmental delay category.

Placement in the Least Restrictive Environment

Federal law and regulations require that students with disabilities be educated in learning environments with their peers who do not have disabilities unless their needs cannot be met in those settings. Educational settings may include general education classrooms with supplementary assistance, special education resource rooms, separate classrooms, separate schools and facilities, or residential or homebound settings. Determination of the appropriate educational placement is made for each special education student by a team of individuals. Participants on the team include school personnel, parents, the student (when appropriate), and other agency representatives when collaborative service planning is indicated. Figure 4 below shows the percentage of students who received services in the various settings during 1998-99.

Fig. 4. Educational Placement
of Students with Disabilities


Residential or Homebound 1%
Resource Room more than 1 1/4 hours but less than 3 1/2 hours per day 24%
Separate School 5%
General Classroom most of the day 63%
Separate Classroom more than 3 1/2 hours per day 7%

Note: Although 70 percent of special education students were placed in the general education classroom in 1997-98, an increase of 5 percent over 1996-97, this increase was not sustained. As the chart above indicates, only 63 percent of special education students were placed in the general education classroom in 1998-99.

D. RESOLVING SPECIAL EDUCATION DISPUTES

Idaho continued to meet its obligation to resolve disputes regarding special education in 1998-99; this occurred even though the state is experiencing a significant increase in legal actions in special education. In 1998-99, requests for due process hearings more than doubled, and the number of hearings actually held increased eightfold. Requests for mediation significantly decreased in 1998-99—even though mediation is less adversarial and less costly than a due process hearing and typically results in a written agreement. Formal complaints to the State Department of Education almost tripled. The State Department of Education is currently gathering information to determine why the rates of due process hearings, mediations, and formal complaints are fluctuating and what can be done to stabilize them.

Table 8
Number of Special Education Disputes

	1996-97	1997-98	1998-99
Requests for a Due Process Hearing	7	7	17
Hearings held	1	1	8
Request for hearing withdrawn, dismissed by hearing officer, or resolved through mediation	6	6	9
Mediations Conducted	7	14	5
Mediations resulting in written agreement	4	12	5
Formal Complaints Resolved by SDE	5	5	14

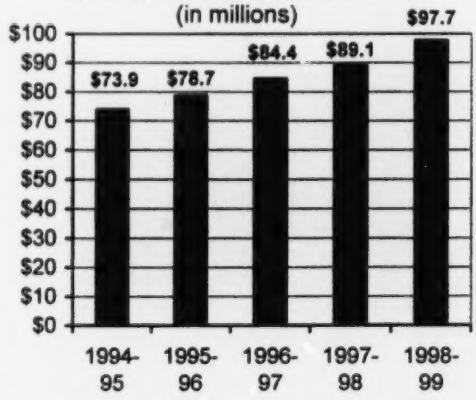
E. SPECIAL EDUCATION FUNDING

Idaho school districts expended $114,285,927 for special education services during 1998-99. Approximately 71 percent of that amount came from state sources, 15 percent from local sources, and 14 percent from federal sources.

State and Local Special Education Funds

State and local fund expenditures for 1998-99 totaled $97,731,131. Expenditures over the past several years have increased steadily, as figure 5 indicates.

Fig. 5. State and Local Fund Expenditures for Special Education (in millions)



Based on the special education funding formula, state funds disbursed to Idaho school districts during 1998-99 are estimated at $67,627,151. This total includes the state share of staff allocation and unit funding, which equaled approximately $61,709,609, and the state portion of equalization, which is estimated at $4,686,018. It also includes $187,853 in district-to-agency contract funding, $622,257 in special education tuition equivalency funds, and an emotional disabilities allotment of $421,416. Local property taxes available for special education programs approximated $14,058,052 in 1998-99.

The funding formula for special education is defined in Idaho Code and Administrative Rules of the State Board of Education. Appendix A beginning on page 25 reports special education revenue and expenditures from state and local sources for each school district for 1998-99.

Federal Special Education Funds

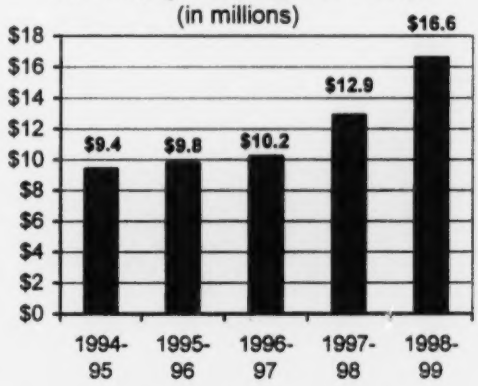
The purpose of the Individuals with Disabilities Education Act (IDEA) is to ensure a free, appropriate, public education for all school-age children with disabilities. Two separate federal grants are authorized under Title VI-B of the IDEA: the School Age grant for children ages 3-21 and the Preschool grant for children ages 3-5. All states receive Title VI-B grants based on a federal formula. Table 9 below lists the amount of Title VI-B grants to Idaho, the portion districts received (flow-through), and the portion available for state use.

Table 9
Federal Grants for Special Education in 1998-99

	Grant Amount	District Use (Flow-Through)	State Use
School Age Grant	$16,388,795	$14,535,917 (89 percent of grant)	$1,852,878
Preschool Grant	$2,150,606	$2,018,839 (94 percent of grant)	$131,767
Total	$18,539,401	$16,554,756	$1,984,645

The 1998-99 School Age grant increased $3,109,496 over the previous year's grant, due primarily to a significant increase in the congressional appropriation for special education. Appendix B beginning on page 33 details each school district's flow-through award for 1998-99 School Age and Preschool Title VI-B grants.

Fig. 6. School Age Federal Flow-Through Allocations to Districts (in millions)



Note: The federal commitment to funding special education has increased steadily over the years, with a significant jump in funding in 1998-99, up 29 percent over the previous year.

Most school districts use the majority of flow-through funds for special education staff salaries and benefits and related services contracts. Districts may also use flow-through funds for supplies, materials, and training. The state is allowed to use a maximum of 5 percent of each grant to support administrative activities, including grant administration, monitoring, complaint investigations, and due process hearing management. After paying administrative and flow-through costs, the state may use any remaining portion of the Title VI-B grants for other direct and support services to students with disabilities. In Idaho, the majority of these funds are allocated to statewide training and support to school districts. A smaller amount is used to respond to emergency funding requests from school districts.

Medicaid Funds

Total Medicaid reimbursements to public schools jumped from $345,053 in 1997-98 to $652,728 in 1998-99. As of December 1998, 15 school districts were actively billing Medicaid (up from 6 districts in December 1997). Both the number of school districts billing Medicaid and the amount of reimbursements paid to school districts are continuing to increase steadily in 1999-00.

F. UNMET NEEDS OF STUDENTS WITH DISABILITIES

Funding for Least Restrictive Environment Training and Personnel

According to federal laws and regulations, students with disabilities must be educated in the least restrictive environment possible. Case law continues to make it clear that the least restrictive environment, in most situations, is the general education classroom. Further, parents are often strong advocates of placing their child in the general education classroom. In 1998-99, 63 percent of students with disabilities in Idaho spent most of the school day in the general education classroom. However, general education teachers often feel ill-prepared or that they lack the time to deal with the special needs of students with disabilities.

In each of the 1997, 1998, and 1999 sessions, the legislature appropriated $1 million to help school districts meet the needs of students with disabilities in the general education classroom. Specifically, the legislature's intent was to provided money for the following:

- training general education teachers to meet the needs of students with disabilities who are included in their classrooms
- hiring and training paraprofessionals to assist general education teachers in meeting the needs of students with disabilities
- employing substitute teachers to allow general education teachers time to attend meetings, contact parents, and collaborate with special education staff

In 1998-99 alone, money appropriated by the legislature for personnel and training related to the issue of least restrictive environment (LRE) enabled school districts to (1) train 2,345 general education teachers in 21 areas, mainly inclusion strategies and behavior management; (2) employ 64 paraprofessionals; (3) train 883 paraprofessionals; and (4) pay for 1,694 substitute teacher days. Appendix C beginning on page 37 summarizes LRE training and personnel expenditures by district.

Continued funding is needed to help school districts assist students with disabilities in the general education classroom.

Funding Related to Students with Emotional Disturbance

Idaho continues to underidentify and underserve students with emotional disabilities. Only .27 percent (664 students) of 244,623 public school students were on an individualized education program for emotional disturbance in 1998-99. In contrast, the national average for identifying students with emotional disturbance is a conservative 1 percent of the public school population. If the national rate were applied, Idaho would be serving 2,446 students under the category of emotionally disturbed.

The State Department of Education has joined with the Department of Health and Welfare, the Department of Juvenile Corrections, the Governor's office, and others to develop a plan to better

address the needs of this underserved population of children. In addition, an ad hoc committee of the State Special Education Advisory Panel has made the following recommendations to the State Department of Education regarding the unmet needs of students with emotional disabilities:

- seek an additional $1 million for the 2001-02 school year from the legislature to implement a research-based intervention approach to prevent antisocial behaviors in Idaho school students
- create a state-level fund to support high-cost educational services to emotionally disturbed students when districts cannot financially provide these services.

A. STATE DEPARTMENT OF EDUCATION ACCOMPLISHMENTS ON BEHALF OF GIFTED AND TALENTED STUDENTS

- **New Manual**: During the 1998-99 school year, the State Department of Education created a new manual, *A Guide for Starting and Improving Gifted and Talented High School Programs.* The manual was distributed to secondary principals, G/T facilitators, special education directors, and G/T coordinators.

- **Gifted and Talented (G/T) Endorsement**: The G/T Endorsement was approved by the 1999 Idaho Legislature. The State Department of Education convened and chaired a task force that developed course outcomes relative to the endorsement. These outcomes were used by one college and three universities to develop G/T coursework, which they began delivering in the fall of 1999.

- **Training and Technical Assistance**: The State Department of Education provided training and technical assistance to school personnel to help districts meet Idaho's G/T mandate. This included teaching workshops, making presentations, evaluating district programs, and helping districts develop and implement new programs.

B. SCHOOL DISTRICT PROGRAMS AND SERVICES FOR GIFTED AND TALENTED STUDENTS

Gifted and Talented Students Served

Idaho's G/T mandate requires school districts to identify and serve gifted and talented students ages 5 through 18 who qualify in one or more of the following talent areas: intellectual, specific academic, leadership, creativity and visual/performing arts. Each year on December 1, school districts report the number of students who qualify for and receive services in gifted and talented programs. During the 1998-99 school year, 8,147 Idaho students, or 3.3 percent of all students, were identified as gifted and/or talented. Appendix D beginning on page 41 lists the number of gifted and talented students identified and served by each school district.

Gifted and Talented Education Services

- During the 1998-99 school year, 88 districts identified and served gifted and talented students on their annual Child Count, compared to 83 districts for the 1997-98 school year. This was an increase of 5 school districts.

- The number of gifted and talented students from ages 7 to 11 who were identified and served increased as indicated in table 10 below:

Table 10: Increase by Age in G/T Students Identified and Served	
7 years old	9% increase
8 years old	6% increase
9 years old	2% increase
10 years old	7% increase
11 years old	4% increase

- Nineteen districts (two more than the previous school year) identified and served gifted and talented students in all five talent areas. The number of districts identifying and serving gifted and talented students in the areas of intellectual, creativity, and the visual/performing arts significantly increased, as indicated in table 11 below:

Table 11: Increase by Talent Area in G/T Students Identified and Served	
Intellectual	25% increase
Creativity	22% increase
Visual/Performing Arts	29% increase

C. GIFTED AND TALENTED FUNDING

During the 1998-99 school year, school districts received no federal funding for gifted and talented programs. The only dedicated source of state funding that districts received was from the Gifted and Talented (G/T) Training Grant, which totaled $500,000. Districts used the grant to train 5,227 G/T facilitators, general education teachers, and parents. Activities included on-site workshops, conferences, courses, and presentations.

The main source for funding gifted and talented programs in 1998-99 came from each district's Maintenance and Operations budget. Programming and teacher salaries in gifted and talented programs typically made up the bulk of the expenditures from the Maintenance and Operations budget.

State and local expenditures for gifted and talented programs for all school districts totaled $5,212,933 in 1998-99. Appendix D beginning on page 41 lists the number of gifted and talented students served and program expenditures by district. As indicated in Appendix D, many small rural districts did not allocated money for gifted and talented programs or staff.

D. UNMET NEEDS OF GIFTED AND TALENTED STUDENTS

During each of the 1998 and 1999 sessions, the legislature allocated $500,000 of state general funds for training to better meet the needs of gifted and talented students. To continue this training, the same appropriation is being requested for the 2000 public school budget. The need for training general education teachers is particularly great because (1) gifted and talented students spend the majority of their time in the general classroom and (2) many small school districts cannot afford to fund G/T positions. In addition to funding for continued training, the following unmet needs exist:

- **Funding for G/T Facilitators in Rural Districts**: Rural school districts are far less likely to identify and serve gifted and talented students and to hire G/T facilitators than larger districts. Approximately half of Idaho school districts have enrollments of less than 1,000 students, yet these districts account for 22 of the 24 districts that reported serving no G/T students on December 1, 1998. Money is needed to hire G/T facilitators in these districts.

- **Identifying and Serving G/T High School Students**: High school students continue to be underrepresented in gifted and talented programs in Idaho. For example, only one-quarter of the school districts identify and serve gifted students at the high school level. To improve this situation, the State Department of Education developed and distributed a manual, *A Guide for Starting and Improving Gifted and Talented High School Programs*. Further, the Department continues to conduct presentations and workshops designed to foster awareness and provide technical support necessary to implementing G/T high school programs. It is too soon to tell what impact these measures will have on G/T high school programs.

- **Identifying and Serving Primary-Age Students**: Despite modest gains in serving students ages eight and younger, this age group continues to be underrepresented in gifted and talented programs in Idaho. The State Department of Education is in the process of forming a task force to study this issue and recommend strategies for improvement.

- **Identifying and Serving Hispanic Students**: Although the number of Hispanic students participating in gifted and talented programs increased 15 percent in 1998-99, they continue to be underrepresented in gifted and talented programs. While Hispanic students make up 10 percent of the student population in Idaho, they account for only 2 percent of the gifted population. The State Department of Education continues to provide presentations to parents, administrators, and teachers to raise awareness about this issue and, as of the 1999-00 school year, has started offering identification services to school districts.

- **State Rules Governing G/T Programs**: Currently, state rules that govern G/T programs and ensure compliance with the G/T mandate do not exist. To remedy this situation, the State Department of Education will work with stakeholders to draft proposed rules for the G/T mandate and will initiate the rule-promulgation process.

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Appendix A
1998-99 State and Local Special Education Funding by District

The table in this appendix reports special education revenue and expenditure information for each school district for 1998-99. The contents of columns A-H of the table that follows describes the following:

Column A

Column A includes state entitlement and base support funds pro-rated in accordance with the proportion of units generated by special education.

Exceptional child support units are computed with a divisor of 14.5. An exceptional child support unit provides districts with the same amount of funding as a regular education unit, but it generally takes fewer students to generate a special education unit. However, in small districts, the general education secondary divisor, which is less than 14.5, was used to calculate secondary special education funding in Appendix A. State rules specify that 6 percent of elementary students and 5.5 percent of secondary students generate unit funding at the exceptional child divisor. Unit funding calculations for preschool children with disabilities are based on the amount of service received by these students. The total funds allocated through unit funding mechanism are referred to as a district's entitlement.

Pursuant to Idaho Code §33-1002, staff allocation funding is available to support all school district programs. This funding is based on the total number of support units generated by a school district in regular education, special education, and alternative school programs. For each support unit, districts qualify for reimbursement for 1.1 teachers, .075 administrators, and .375 classified staff. This reimbursement is subject to a statewide salary index that recognizes education and experience. The total dollars allocated to a district for staff allocation funding is referred to as base support. Basic benefits (unemployment, social security, and retirement) are also paid by the state.

Column B

Column B includes special distributions for contracts with private agencies, special education tuition equivalency funding, and funding for students with emotional disturbance.

School districts may claim reimbursement for a portion of the costs of approved contracts with private agencies that meet state standards. The disbursement of contract funds provides the same level of state support for contracted students as for students served in public school programs.

Districts that provide special education for students whose parents reside in other school districts may claim reimbursement for local tuition-equivalency allowances and also receive the exceptional child divisor for all such students. Additional funds are provided under an excess cost factor to assist these districts in meeting the needs of these high-cost students. This excess cost factor was $2,400 per eligible student in the 1998-99 school year.

Districts that identify and serve high numbers of students with emotional disabilities receive additional state support to offset these costs.

Column C

This column identifies the type(s) of special distributions that are included in Column B.

Column D

Column D identifies state general funds that currently provide .001 of a district's adjusted market value as a property tax relief measure. The equalization portion of the foundation program consists primarily of local funds (see Column F) but includes state funds that replace local property taxes.

Column E

Column E is the sum of columns A, B and D.

Column F

Column F estimates the local property taxes, which would have been available for special education programs, by multiplying the district's adjusted market value by .003. The foundation program equalizes disparities in local wealth based on .004 of each district's adjusted market value. Property taxes comprise .003 of this amount; the other .001 is comprised of state general funds that are allocated as a property tax relief measure (see Column D).

Column G

This column is the sum of Columns E and F.

Column H

Column H shows the amount of state and local funds expended to provide special education and related services as reported by each school district via the Idaho Financial Accounting and Reporting Management System (IFARMS). The figures in Column D show the most accurate data available at the time this report was printed and do not reflect corrections made after mid-January 2000. It is important to note that each school district's board of trustees has the responsibility for setting budget and expenditure levels for special education programs. These levels may be higher or lower than the funds available from state and local sources.

Appendix A: 1998-99 State and Local Special Education Funding by District

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Columns A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Columns E + F)	Total Special Education Expenditures Reported in IFARMS
		A	B	C	D	E	F	G	H
1	Boise	$5,443,130	$204,244	E,T	$825,698	$6,473,072	$2,477,093	$8,950,165	$15,140,266
2	Meridian	5,615,776	176,063	C,E,T	333,211	6,125,050	999,632	7,124,682	8,252,335
3	Kuna	755,118	6,806	C	28,368	790,292	85,105	875,397	872,847
11	Meadows Valley	58,856	0		8,355	67,211	25,064	92,275	123,308
13	Council	108,163	0		5,537	113,700	16,610	130,310	201,236
21	Marsh Valley	437,186	0		18,357	455,543	55,071	510,614	546,024
25	Pocatello	3,735,345	21,706	C,T	153,420	3,910,471	460,259	4,370,730	4,917,420
33	Bear Lake	468,378	0		20,547	488,925	61,640	550,565	552,178
41	St. Maries	308,280	0		26,446	334,726	79,338	414,064	537,676
44	Plummer/Worley	81,866	0		22,122	103,988	66,366	170,354	182,708
52	Snake River	680,643	0		18,295	698,938	54,885	753,823	680,385
55	Blackfoot	1,304,000	37,209	C,T	35,032	1,376,241	105,096	1,481,337	1,671,177
58	Aberdeen	262,152	0		13,955	276,107	41,864	317,971	251,867
59	Firth	315,173	0		9,129	324,302	27,387	351,689	303,256
60	Shelley	634,739	0		16,751	651,490	50,255	701,745	891,856
61	Blaine	143,283	0		345,727	489,010	1,037,181	1,526,191	2,201,270
71	Garden Valley	67,059	0		8,698	75,757	26,095	101,852	70,250
72	Basin	109,240	4,200	E	8,821	122,261	26,464	148,725	108,256
73	Horseshoe Bend	77,900	15,323	E,T	5,356	98,579	16,069	114,648	84,337
82	Bonner	952,228	0		218,096	1,170,324	654,288	1,824,612	2,385,183
91	Idaho Falls	2,947,940	28,476	T	142,410	3,118,826	427,231	3,546,057	4,559,152
92	Swan Valley	$8,294	$0		$3,196	$11,490	$9,589	$21,079	$13,656

* T = Special Education **Tuition** Equivalency, C = District to Agency **Contract**, E = High Incidence of Students with **Emotional Disturbance**
** These small elementary districts do not operate special education programs.

Appendix A: 1998-99 State and Local Special Education Funding by District

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Columns A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Columns E + F)	Total Special Education Expenditures Reported in IFARMS
		A	B	C	D	E	F	G	H
93	Bonneville	$2,129,548	$63,076	C,E	$60,579	$2,253,203	$181,737	$2,434,940	$3,006,969
101	Boundary	378,134	0		41,953	420,087	125,859	545,946	603,829
111	Butte	252,816	0		9,546	262,362	28,640	291,002	232,976
121	Camas	42,168	0		3,908	46,076	11,725	57,801	50,631
131	Nampa	2,647,490	131,294	E,T	154,463	2,933,247	463,390	3,396,637	3,701,773
132	Caldwell	1,556,365	19,501	C,T	63,888	1,639,754	191,664	1,831,418	1,762,192
133	Wilder	163,733	0		8,460	172,193	25,379	197,572	201,643
134	Middleton	575,871	34,066	C,E,T	20,423	630,360	61,269	691,629	626,870
135	Notus	100,169	4,872	E	2,543	107,584	7,628	115,212	148,387
136	Melba	190,824	0		7,919	198,743	23,758	222,501	203,051
137	Parma	276,527	15,648	E	11,434	303,609	34,303	337,912	385,605
139	Vallivue	932,872	80,434	C,E,T	64,979	1,078,285	194,936	1,273,221	1,540,331
148	Grace	205,301	0		6,199	211,500	18,598	230,098	220,949
149	North Gem	60,496	3,552	E	5,148	69,196	15,444	84,640	67,079
150	Soda Springs	223,171	0		28,817	251,988	86,451	338,439	441,374
151	Cassia	1,463,427	0		72,813	1,536,240	218,440	1,754,680	1,705,697
161	Clark	51,540	0		6,018	57,558	18,053	75,611	67,014
171	Orofino	393,630	2,040	E	35,580	431,250	106,740	537,990	892,046
181	Challis	105,282	0		24,442	129,724	73,325	203,049	174,507
182	Mackay	91,624	576	E	4,550	96,750	13,651	110,401	119,059
191	Prairie**	0	0		0	0	0	0	0
192	Glenns Ferry	154,000	912	E	13,201	168,113	39,603	207,716	187,690
193	Mountain Home	$1,212,884	$0		$41,783	$1,254,667	$125,350	$1,380,017	$1,979,411

* T = Special Education **Tuition** Equivalency, C = District to Agency **Contract**, E = High Incidence of Students with **Emotional Disturbance**
** These small elementary districts do not operate special education programs.

Appendix A: 1998-99 State and Local Special Education Funding by District

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Columns A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Columns E + F)	Total Special Education Expenditures Reported in IFARMS
		A	B	C	D	E	F	G	H
201	Preston	$654,992	$3,125	C	$18,360	$676,477	$55,079	$731,556	$542,844
202	West Side	183,071	1,176	E	4,350	188,597	13,049	201,646	84,131
215	Fremont	714,882	18,632	T	56,248	789,762	168,746	958,508	1,249,260
221	Emmett	745,120	28,895	C,E	35,497	809,512	106,490	916,002	1,181,127
231	Gooding	348,179	0		15,173	363,352	45,518	408,870	432,792
232	Wendell	362,145	11,275	T	15,051	388,471	45,152	433,623	377,236
233	Hagerman	102,315	0		6,010	108,325	18,029	126,354	63,088
234	Bliss	46,886	1,320	E	2,237	50,443	6,712	57,155	82,398
241	Grangeville	469,993	4,752	E	37,590	512,335	112,771	625,106	739,095
242	Cottonwood	134,549	0		7,131	141,680	21,392	163,072	173,528
251	Jefferson	1,143,593	2,947	T	28,542	1,175,082	85,625	1,260,707	1,038,917
252	Ririe	231,726	0		5,203	236,929	15,610	252,539	274,965
253	West Jefferson	230,346	0		9,340	239,686	28,021	267,707	176,720
261	Jerome	820,185	9,821	T	42,275	872,281	126,826	999,107	933,736
262	Valley	184,748	0		9,774	194,522	29,321	223,843	215,239
271	Coeur d'Alene	1,695,419	0		252,938	1,948,357	758,814	2,707,171	3,259,645
272	Lakeland	903,931	15,243	T	79,423	998,597	238,269	1,236,866	1,137,012
273	Post Falls	994,134	42,396	T	86,733	1,123,263	260,201	1,383,464	1,519,620
274	Kootenai	43,092	0		13,449	56,541	40,346	96,887	132,813
281	Moscow	600,847	6,253	E,T	61,320	668,420	183,960	852,380	1,659,041
282	Genesee	78,378	0		7,310	85,688	21,930	107,618	137,451
283	Kendrick	98,430	0		5,810	104,240	17,429	121,669	127,179
285	Potlatch	$146,083	$0		$11,002	$157,085	$33,005	$190,090	$362,659

* T = Special Education **Tuition** Equivalency, C = District to Agency **Contract**, E = High Incidence of Students with **Emotional Disturbance**
** These small elementary districts do not operate special education programs.

Appendix A: 1998-99 State and Local Special Education Funding by District

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Columns A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Columns E + F)	Total Special Education Expenditures Reported in IFARMS
		A	B	C	D	E	F	G	H
286	Whitepine	$151,479	$0		$14,561	$166,040	$43,683	$209,723	$430,520
291	Salmon	275,697	0		29,387	305,084	88,162	393,246	479,570
292	South Lemhi	45,596	0		2,735	48,331	8,206	56,537	69,760
302	Nezperce	59,509	1,056	E	5,641	66,206	16,922	83,128	100,429
304	Kamiah	194,792	0		9,599	204,391	28,796	233,187	206,630
305	Highland	69,190	3,168	E	7,367	79,725	22,100	101,825	156,122
312	Shoshone	130,657	0		5,943	136,600	17,829	154,429	126,221
314	Dietrich	70,365	0		1,638	72,003	4,915	76,918	45,214
316	Richfield	67,126	0		2,814	69,940	8,442	78,382	131,660
321	Madison	1,138,526	0		43,988	1,182,514	131,963	1,314,477	1,579,798
322	Sugar-Salem	428,327	0		11,178	439,505	33,535	473,040	364,942
331	Minidoka	1,486,424	58,393	T	70,223	1,615,040	210,668	1,825,708	1,631,924
340	Lewiston	1,043,444	107,452	E,T	154,024	1,304,920	462,071	1,766,991	3,207,413
341	Lapwai	135,421	15,253	C,E	6,427	157,101	19,280	176,381	299,009
342	Culdesac	68,357	0		2,537	70,894	7,612	78,506	59,939
351	Oneida	285,577	5,904	E	11,733	303,214	35,198	338,412	272,440
363	Marsing	193,353	0		6,014	199,367	18,042	217,409	251,101
364	Pleasant Valley**	0	0		0	0	0	0	0
365	Bruneau-Grand View	123,202	1,344	E	11,073	135,619	33,218	168,837	210,218
370	Homedale	340,985	0		8,618	349,603	25,855	375,458	429,165
371	Payette	557,365	14,390	C	18,762	590,517	56,287	646,804	648,333
372	New Plymouth	366,576	7,032	C	12,320	385,928	36,962	422,890	282,333
373	Fruitland	$360,318	$1,941	C	$17,272	$379,531	$51,814	$431,345	$416,690

* T = Special Education **Tuition** Equivalency, C = District to Agency **Contract**, E = High Incidence of Students with **Emotional Disturbance**
** These small elementary districts do not operate special education programs.

Appendix A: 1998-99 State and Local Special Education Funding by District

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Columns A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Columns E + F)	Total Special Education Expenditures Reported in IFARMS
		A	B	C	D	E	F	G	H
381	American Falls	$352,964	$0		$51,261	$404,225	$153,782	$558,007	$674,350
382	Rockland	52,979	0		1,417	54,396	4,251	58,647	80,589
383	Arbon	7,089	0		2,789	9,878	8,366	18,244	0
391	Kellogg	382,901	0		24,906	407,807	74,719	482,526	754,407
392	Mullan	53,820	0		1,890	55,710	5,669	61,379	138,010
393	Wallace	192,270	0		10,256	202,526	30,768	233,294	498,848
394	Avery**	0	0		0	0	0	0	0
401	Teton	297,802	0		36,934	334,736	110,803	445,539	335,334
411	Twin Falls	1,815,223	11,958	E,T	123,748	1,950,929	371,243	2,322,172	2,241,859
412	Buhl	372,453	0		27,562	400,015	82,687	482,702	605,592
413	Filer	423,122	0		18,246	441,368	54,736	496,104	342,804
414	Kimberly	478,709	0		13,222	491,931	39,666	531,597	364,686
415	Hansen	130,636	4,896	E	6,509	142,041	19,526	161,567	102,983
416	Three Creek**	0	0		0	0	0	0	0
417	Castleford	97,223	0		5,103	102,326	15,309	117,635	130,636
418	Murtaugh	69,950	744	E	4,213	74,907	12,638	87,545	70,707
421	McCall-Donnelly	103,302	0		85,002	188,304	255,007	443,311	484,236
422	Cascade	81,256	0		20,947	102,203	62,842	165,045	172,628
431	Weiser	439,059	2,160	E	22,327	463,546	66,982	530,528	415,811
432	Cambridge	69,053	0		4,658	73,711	13,974	87,685	101,565
433	Midvale	41,847	0		4,235	46,082	12,704	58,786	50,473
	Total	$61,709,609	$1,231,524		$4,686,018	$67,627,151	$14,058,052	$81,685,203	$97,731,171

* T = Special Education **Tuition** Equivalency, C = District to Agency **Contract**, E = High Incidence of Students with **Emotional Disturbance**
** These small elementary districts do not operate special education programs.

Appendix B: Number of Students Served and 1998-99 Federal Special Education Allocations by District

Dist #	District Name	Special Education Child Count 12-1-98	1998-99 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-Through Funds Awarded for 1998-99	IDEA Title VI-B Preschool Flow-Through Funds Awarded for 1998-99	Total IDEA Title VI-B Flow-Through Funds Awarded for 1998-99
1	Boise	2,621	26,808	9.8%	$1,490,445	$212,815	$1,703,260
2	Meridian	2,269	21,918	10.4%	1,092,412	142,438	1,234,850
3	Kuna	259	2,714	9.5%	130,062	14,000	144,062
11	Meadows Valley	31	218	14.2%	20,479	4,519	24,998
13	Council	52	405	12.8%	26,601	3,289	29,890
21	Marsh Valley	237	1,620	14.6%	115,690	20,814	136,504
25	Pocatello	1,753	12,884	13.6%	1,042,203	126,355	1,168,558
33	Bear Lake	203	1,664	12.2%	94,009	18,916	112,925
41	St. Maries	147	1,282	11.5%	77,578	9,884	87,462
44	Plummer/Worley	92	542	17.0%	45,192	8,453	53,645
52	Snake River	235	2,258	10.4%	135,028	19,084	154,112
55	Blackfoot	455	4,388	10.4%	251,924	44,494	296,418
58	Aberdeen	111	972	11.4%	57,418	6,017	63,435
59	Firth	145	1,007	14.4%	75,080	14,300	89,380
60	Shelley	185	2,094	8.8%	115,859	24,784	140,643
61	Blaine	367	2,836	12.9%	162,558	11,532	174,091
71	Garden Valley	21	354	5.9%	12,409	712	13,121
72	Basin	58	481	12.1%	31,625	3,313	34,937
73	Horseshoe Bend	40	302	13.2%	20,371	716	21,088
82	Bonner	667	5,816	11.5%	332,602	32,145	364,747
91	Idaho Falls	1,262	10,865	11.6%	713,663	84,223	797,886
92	Swan Valley	14	70	20.0%	1,554	656	2,209
93	Bonneville	825	7,688	10.7%	414,770	43,896	458,666
101	Boundary	176	1,661	10.6%	91,357	11,945	103,302
111	Butte	99	617	16.0%	56,108	14,847	70,955
121	Camas	22	200	11.0%	12,028	46	12,075
131	Nampa	1,109	10,187	10.9%	545,151	71,483	616,633
132	Caldwell	529	5,259	10.1%	290,442	56,260	346,702
133	Wilder	65	516	12.6%	33,695	5,262	38,958
134	Middleton	235	2,084	11.3%	127,263	18,358	145,621
135	Notus	41	351	11.7%	23,859	1,376	25,235
136	Melba	83	684	12.1%	42,573	6,539	49,112
137	Parma	149	1,012	14.7%	74,259	10,471	84,729
139	Vallivue	489	3,314	14.8%	267,878	48,716	316,594
148	Grace	83	589	14.1%	39,587	9,721	49,308
149	North Gem	39	201	19.4%	20,845	3,242	24,087
150	Soda Springs	122	1,173	10.4%	67,713	7,917	75,630
151	Cassia	597	5,242	11.4%	306,902	49,748	356,651
161	Clark	32	223	14.3%	$16,399	$4,520	$20,919

* These small elementary districts do not operate special education programs.

Appendix B: Number of Students Served and 1998-99 Federal Special Education Allocations by District

Dist #	District Name	Special Education Child Count 12-1-98	1998-99 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-Through Funds Awarded for 1998-99	IDEA Title VI-B Preschool Flow-Through Funds Awarded for 1998-99	Total IDEA Title VI-B Flow-Through Funds Awarded for 1998-99
171	Orofino	219	1,589	13.8%	$123,104	$18,275	$141,379
181	Challis	112	638	17.6%	53,962	4,617	58,579
182	Mackay	44	285	15.4%	23,601	5,815	29,416
191	Prairie*	0	8	0.0%	0	0	0
192	Glenns Ferry	90	634	14.2%	42,770	5,913	48,683
193	Mountain Home	567	4,545	12.5%	286,039	43,837	329,876
201	Preston	197	2,363	8.3%	96,152	12,054	108,205
202	West Side	67	608	11.0%	38,385	8,445	46,831
215	Fremont	346	2,529	13.7%	203,682	46,631	250,312
221	Emmett	315	2,991	10.5%	168,817	18,590	187,406
231	Gooding	139	1,332	10.4%	62,201	13,731	75,933
232	Wendell	159	1,090	14.6%	79,921	11,130	91,051
233	Hagerman	43	412	10.4%	26,615	3,933	30,548
234	Bliss	21	174	12.1%	10,126	45	10,172
241	Grangeville	237	1,893	12.5%	114,169	18,385	132,554
242	Cottonwood	50	499	10.0%	29,418	4,584	34,002
251	Jefferson	356	4,024	8.8%	175,663	20,141	195,805
252	Rine	109	756	14.4%	58,362	6,570	64,932
253	West Jefferson	57	735	7.8%	31,137	5,289	36,425
261	Jerome	332	3,042	10.9%	177,967	29,526	207,493
262	Valley	58	716	8.1%	26,845	2,097	28,942
271	Coeur d'Alene	866	9,049	9.6%	428,998	32,727	461,725
272	Lakeland	417	4,065	10.3%	204,367	16,111	220,478
273	Post Falls	409	4,141	9.9%	219,123	24,044	243,166
274	Kootenai	21	276	7.6%	12,502	128	12,630
281	Moscow	300	2,587	11.6%	169,455	24,235	193,690
282	Genesee	24	325	7.4%	12,014	1,350	13,364
283	Kendrick	49	383	12.8%	28,033	6,474	34,507
285	Potlatch	88	619	14.2%	50,126	7,803	57,930
286	Whitepine	98	662	14.8%	54,404	793	55,197
291	Salmon	161	1,312	12.3%	93,094	7,341	100,435
292	South Lemhi	9	166	5.4%	4,812	43	4,855
302	Nezperce	31	223	13.9%	14,526	1,969	16,495
304	Kamiah	86	631	13.6%	52,028	9,104	61,133
305	Highland	39	275	14.2%	20,770	2,618	23,388
312	Shoshone	61	470	13.0%	36,010	3,947	39,956
314	Dietrich	33	207	15.9%	16,141	6,442	22,582
316	Richfield	29	198	14.6%	16,704	5,157	21,861
321	Madison	415	4,116	10.1%	$233,605	$25,292	$258,898

* These small elementary districts do not operate special education programs.

Appendix B: Number of Students Served and 1998-99 Federal Special Education Allocations by District

Dist #	District Name	Special Education Child Count 12-1-98	1998-99 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-Through Funds Awarded for 1998-99	IDEA Title VI-B Preschool Flow-Through Funds Awarded for 1998-99	Total IDEA Title VI-B Flow-Through Funds Awarded for 1998-99
322	Sugar-Salem	151	1,408	10.7%	$83,775	$13,766	$97,541
331	Minidoka	611	4,864	12.6%	355,812	49,792	405,604
340	Lewiston	536	5,147	10.4%	286,775	40,166	326,940
341	Lapwai	93	531	17.5%	47,141	2,691	49,832
342	Culdesac	28	236	11.9%	17,784	3,248	21,032
351	Oneida	107	1,011	10.6%	59,230	6,626	65,856
363	Marsing	94	673	14.0%	52,028	7,847	59,875
364	Pleasant Valley*	0	32	0.0%	0	0	0
365	Bruneau-Grand View	80	591	13.5%	36,042	12,913	48,954
370	Homedale	115	1,273	9.0%	64,301	14,366	78,667
371	Payette	189	1,987	9.5%	98,972	12,006	110,978
372	New Plymouth	122	991	12.3%	63,479	14,280	77,759
373	Fruitland	162	1,356	11.9%	77,607	6,066	83,673
381	American Falls	177	1,665	10.6%	112,496	13,201	125,698
382	Rockland	23	181	12.7%	10,582	4,512	15,094
383	Arbon	4	18	22.2%	2,010	0	2,010
391	Kellogg	193	1,477	13.1%	111,915	13,142	125,058
392	Mullan	20	190	10.5%	13,399	673	14,072
393	Wallace	107	781	13.7%	58,850	6,573	65,422
394	Avery*	0	32	0.0%	0	0	0
401	Teton	154	1,280	12.0%	76,892	16,879	93,771
411	Twin Falls	771	7,235	10.7%	411,321	57,956	469,278
412	Buhl	148	1,443	10.3%	78,432	15,053	93,485
413	Filer	168	1,370	12.3%	85,038	10,544	95,582
414	Kimberly	143	1,226	11.7%	77,746	22,630	100,377
415	Hansen	67	377	17.8%	31,488	10,948	42,436
416	Three Creek*	0	9	0.0%	0	0	0
417	Castleford	42	400	10.5%	24,864	4,560	29,424
418	Murtaugh	22	289	7.6%	16,155	1,347	17,502
421	McCall-Donnelly	110	1,078	10.2%	68,033	7,295	75,327
422	Cascade	62	406	15.3%	35,554	8,394	43,948
431	Weiser	146	1,626	9.0%	77,413	14,451	91,863
432	Cambridge	36	263	13.7%	19,779	1,983	21,762
433	Midvale	15	110	13.6%	9,760	1,944	11,704
	State Totals	27,269	244,623	11.1%	$14,535,917	$2,018,839	$16,554,756

* These small elementary districts do not operate special education programs.

Appendix C: 1998-99 LRE Training and Personnel Expenditures by District

Dist #	District	Amount of Award	Regular Classroom Teachers Trained		Aides Employed and Trained			Substitutes Employed		Total Expended
			Amount Expended	# Trained	Amount Expended	# Hired	# Trained	Amount Expended	Substitute Days Paid	
1	Boise	$106,081	$0	0	$106,081	8	0	$0	0	$106,081
2	Meridian	80,916	23,840	613	15,894	0	301	35,258	332	74,992
3	Kuna	9,785	3,506	20	462	1	7	1,475	30	5,443
11	Meadows Valley	1,182	1,331	20	0	0	0	195	5	1,526
13	Council	1,736	590	50	514	1	4	102	2	1,206
21	Marsh Valley	7,308	0	0	7,430	1	1	0	0	7,430
25	Pocatello	62,845	13,946	29	27,417	3	41	5,680	44	47,043
33	Bear Lake	6,734	1,876	19	4,858	1	1	0	0	6,734
41	St Maries	5,291	0	0	5,291	1	1	0	0	5,291
44	Plummer/Worley	2,548	*0	*0	*3,114	*1	*1	*300	*6	*3,414
52	Snake River	9,464	4,713	18	4,059	1	1	0	0	8,771
55	Blackfoot	17,604	7,477	59	0	0	0	0	0	7,477
58	Aberdeen	3,984	1,112	10	3,255	1	3	0	0	4,367
59	Firth	4,747	1,519	45	2,700	0	32	528	13	4,747
60	Shelley	8,492	4,265	21	2,216	0	11	2,410	54	8,891
61	Blaine	11,425	0	0	11,463	1	1	0	0	11,463
71	Garden Valley	1,095	526	2	366	0	3	0	0	892
72	Basin	2,070	0	0	2,070	1	1	0	0	2,070
73	Horseshoe Bend	1,365	*0	*0	*1,365	*0	*0	*0	*0	*1,365
82	Bonner	23,562	20,358	73	2,773	1	14	4,896	42	28,028
91	Idaho Falls	46,768	*0	*40	*46,768	*5	*5	*0	*0	*46,768
92	Swan Valley	178	NA	NA	NA	NA	NA	NA	NA	NA
93	Bonneville	30,241	5,816	8	23,802	3	6	2,536	56	32,154
101	Boundary	6,523	*0	*0	*6,523	*1	*1	*0	*0	*6,523
111	Butte	3,332	2,000	45	1,332	0	12	0	0	3,332
121	Camas	829	0	0	1,596	1	0	0	0	1,596
131	Nampa	37,757	4,547	31	25,896	2	68	2,283	42	32,725
132	Caldwell	20,520	6,896	61	0	0	0	0	0	6,896
133	Wilder	2,270	0	0	0	0	0	0	0	0
134	Middleton	8,620	2,723	60	1,001	1	1	0	0	3,724
135	Notus	1,609	1,134	31	1,623	0	6	400	8	3,156
136	Melba	2,863	*2,000	*20	*1,543	*3	*0	*842	*20	*4,385
137	Parma	4,617	1,178	5	641	0	2	376	7	2,195
139	Vallivue	15,757	0	0	12,731	1	1	3,476	66	16,207
148	Grace	2,680	*1,384	*14	*896	*1	*1	*400	*10	*2,680
149	North Gem	1,144	1,144	3	0	0	3	0	0	1,144
150	Soda Springs	4,802	*0	*16	*4,802	*1	*1	*0	*0	*4,802
151	Cassia	21,387	8,461	136	5,585	0	56	56	1	14,102
161	Clark	986	*200	*4	*626	*1	*0	*160	*4	*986
171	Orofino	$7,631	$1,491	11	$6,139	1	5	$0	0	$7,631

* Budgeted/Planned in lieu of actual NA = no application NR = no report

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Appendix C: 1998-99 LRE Training and Personnel Expenditures by District

Dist #	District	Amount of Award	Regular Classroom Teachers Trained		Aides Employed and Trained			Substitutes Employed		Total Expended
			Amount Expended	# Trained	Amount Expended	# Hired	# Trained	Amount Expended	Substitute Days Paid	
181	Challis	$3,150	$1,462	14	$0	0	0	$173	6	$1,635
182	Mackay	1,408	0	0	0	0	0	0	0	0
191	Prairie	20	NA	NA	NA	NA	NA	NA	NA	NA
192	Glenns Ferry	2,823	NR	NR	NR	NR	NR	NR	NR	NR
193	Mountain Home	19,088	*3,000	*10	*20,000	*2	*6	*4,274	*35	*27,274
201	Preston	8,246	6,770	55	2,350	0	14	1,500	30	10,620
202	West Side	2,597	0	0	2,582	0	0	0	0	2,582
215	Fremont	12,428	9,600	17	2,849	0	43	0	0	12,449
221	Emmett	11,928	11,321	52	206	0	1	400	8	11,928
231	Gooding	4,818	0	0	4,890	1	2	0	0	4,890
232	Wendell	5,051	600	8	4,431	1	1	1,500	30	6,531
233	Hagerman	1,787	1,248	4	0	0	0	0	0	1,248
234	Bliss	691	0	0	0	0	0	0	0	0
241	Grangeville	7,915	2,234	125	0	0	0	0	0	2,234
242	Cottonwood	2,049	170	4	2,298	0	7	0	0	2,468
251	Jefferson	14,496	3,921	26	12,254	4	4	0	24	16,176
252	Ririe	3,588	0	0	3,667	1	1	0	0	3,667
253	West Jefferson	2,638	*1,500	*10	*2,500	*1	*1	*86	*3.0	*4,086
261	Jerome	12,388	0	0	22,101	2	2	0	0	22,101
262	Valley	2,365	1,978	3	1,311	0	19	0	0	3,289
271	Coeur d'Alene	33,094	5,392	0	0	0	0	27,252	450	32,644
272	Lakeland	14,958	0	0	14,958	5	5	0	0	14,958
273	Post Falls	15,987	3,672	78	11,271	1	23	1,045	19	15,987
274	Kootenai	1,037	823	3	0	0	0	214	8	1,037
281	Moscow	11,253	4,541	28	725	4	23	3,862	62	9,128
282	Genesee	1,098	0	29	818	4	0	280	4	1,098
283	Kendrick	1,724	1,079	10	0	0	0	1,867	28	2,946
285	Potlatch	2,973	559	11	711	0	9	0	0	1,270
286	Whitepine	3,268	591	5	790	0	8	707	2	2,087
291	Salmon	5,970	*0	*0	*5,970	*1	*1	*0	*0	*5,970
292	South Lemhi	523	0	0	808	1	0	0	0	808
302	Nezperce	954	0	0	0	0	0	0	0	0
304	Kamiah	3,114	389	4	0	0	0	2,264	46	2,653
305	Highland	1,256	0	0	0	0	0	1,309	38	1,309
312	Shoshone	2,168	0	0	2,152	2	2	0	0	2,152
314	Dietrich	974	675	13	0	0	0	0	0	675
316	Richfield	970	873	19	97	0	2	0	0	970
321	Madison	16,608	15,160	58	0	0	0	810	18	15,970
322	Sugar-Salem	5,925	2,648	18	0	0	0	1,836	41	4,484
331	Minidoka	$22,386	$24,907	23	$12,845	2	0	$4,338	81	$42,090

* Budgeted/Planned in lieu of actual NA = no application NR = no report

Appendix C: 1998-99 LRE Training and Personnel Expenditures by District

Dist #	District	Amount of Award	Regular Classroom Teachers Trained		Aides Employed and Trained			Substitutes Employed		Total Expended
			Amount Expended	# Trained	Amount Expended	# Hired	# Trained	Amount Expended	Substitute Days Paid	
340	Lewiston	$20,533	$20,533	70	$0	0	0	$0	0	$20,533
341	Lapwai	2,667	641	42	0	0	0	0	0	641
342	Culdesac	1,104	780	7	275	0	2	50	1	1,104
351	Oneida	4,175	600	22	2,755	1	6	800	31	4,155
363	Marsing	3,242	3,188	45	0	0	10	0	0	3,188
364	Pleasant Valley	55	NA	NA	NA	NA	NA	NA	NA	NA
365	Bruneau-Grand View	2,427	*0	*0	*2,427	*1	*0	*0	*0	*2,427
370	Homedale	4,773	*6,473	*9	*0	*0	*0	*0	*0	*6,473
371	Payette	7,333	1,086	5	6,358	1	12	150	3	7,594
372	New Plymouth	4,232	*3,232	*75	*1,000	*0	*16	*0	*0	*4,232
373	Fruitland	5,518	2,597	18	772	0	34	800	12	4,169
381	American Falls	7,329	2,350	33	6,350	0	25	0	0	8,700
382	Rockland	735	370	16	402	1	2	0	0	772
383	Arbon	118	NA	NA	NA	NA	NA	NA	NA	NA
391	Kellogg	6,923	2,226	10	0	0	0	1,050	22	3,276
392	Mullan	815	801	6	0	0	0	0	12	801
393	Wallace	3,603	0	10	1,987	0	0	0	0	1,987
394	Avery	68	NA	NA	NA	NA	NA	NA	NA	NA
401	Teton	5,259	3,550	20	1,250	0	5	414	10	5,214
411	Twin Falls	28,918	1,311	9	21,939	2	2	0	0	23,250
412	Buhl	5,637	0	0	6,990	1	0	0	0	6,990
413	Filer	5,722	*0	*0	*5,722	*0	*1	*0	*0	*5,722
414	Kimberly	5,274	0	0	10,071	2	2	0	0	10,071
415	Hansen	1,844	0	0	1,882	1	4	0	0	1,882
416	Three Creek	13	NA	NA	NA	NA	NA	NA	NA	NA
417	Castleford	1,581	0	0	1,581	0	0	0	0	1,581
418	Murtaugh	1,133	135	11	1,000	0	0	0	0	1,135
421	McCall-Donnelly	4,644	2,313	38	1,973	0	23	0	0	4,286
422	Cascade	2,042	109	6	365	0	9	450	9	924
431	Weiser	5,982	0	0	6,610	1	0	0	0	6,610
432	Cambridge	1,249	NR	NR	NR	NR	NR	NR	NR	NR
433	Midvale	586	*300	*2	*286	*1	*1	*0	*0	*586
	Total	$1,000,000	$263,653	2,345	$453,868	64	883	$112,743	1,694	$830,263

* Budgeted/Planned in lieu of actual NA = no application NR = no report

Appendix D: 1998-99 Gifted/Talented Students and Expenditures by District

District #	District Name	Gifted/ Talented Child Count 12-1-98	1998-99 Total Enrollment	Percent of Gifted/ Talented Students in District	Gifted/Talented Expenditures from State & Local Funds for 1998-99
1	Boise	477	26,808	1.8%	$717,249
2	Meridian	1,593	21,918	7.3%	662,321
3	Kuna	124	2,714	4.6%	64,193
11	Meadows Valley	6	218	2.8%	0
13	Council	9	405	2.2%	0
21	Marsh Valley	76	1,620	4.7%	36,293
25	Pocatello	387	12,884	3.0%	217,316
33	Bear Lake	13	1,664	0.8%	0
41	St. Maries	0	1,282	0.0%	0
44	Plummer/Worley	0	542	0.0%	315
52	Snake River	140	2,258	6.2%	59,598
55	Blackfoot	78	4,388	1.8%	91,016
58	Aberdeen	17	972	1.7%	26,027
59	Firth	38	1,007	3.8%	0
60	Shelley	115	2,094	5.5%	38,715
61	Blaine	267	2,836	9.4%	260,357
71	Garden Valley	0	354	0.0%	1,743
72	Basin	33	481	6.9%	0
73	Horseshoe Bend	11	302	3.6%	626
82	Bonner	161	5,816	2.8%	112,112
91	Idaho Falls	362	10,865	3.3%	333,242
92	Swan Valley	0	70	0.0%	0
93	Bonneville	297	7,688	3.9%	154,031
101	Boundary	27	1,661	1.6%	33,312
111	Butte	3	617	0.5%	0
121	Camas	0	200	0.0%	0
131	Nampa	231	10,187	2.3%	207,809
132	Caldwell	27	5,259	0.5%	92,081
133	Wilder	11	516	2.1%	0
134	Middleton	84	2,084	4.0%	36,830
135	Notus	27	351	7.7%	31,710
136	Melba	33	684	4.8%	14,919
137	Parma	43	1,012	4.2%	0
139	Vallivue	38	3,314	1.1%	56,426
148	Grace	25	589	4.2%	2,996
149	North Gem	2	201	1.0%	0
150	Soda Springs	49	1,173	4.2%	27,866
151	Cassia	51	5,242	1.0%	56,757
161	Clark	48	223	21.5%	0
171	Orofino	49	1,589	3.1%	62,694
181	Challis	0	638	0.0%	$0

Appendix D: 1998-99 Gifted/Talented Students and Expenditures by District

District #	District Name	Gifted/ Talented Child Count 12-1-98	1998-99 Total Enrollment	Percent of Gifted/ Talented Students in District	Gifted/Talented Expenditures from State & Local Funds for 1998-99
182	Mackay	0	285	0.0%	$0
191	Prairie	0	8	0.0%	992
192	Glenns Ferry	17	634	2.7%	22,880
193	Mountain Home	79	4,545	1.7%	101,253
201	Preston	51	2,363	2.2%	54,533
202	West Side	0	608	0.0%	0
215	Fremont	56	2,529	2.2%	67,269
221	Emmett	109	2,991	3.6%	0
231	Gooding	50	1,332	3.8%	22,664
232	Wendell	13	1,090	1.2%	2,540
233	Hagerman	4	412	1.0%	592
234	Bliss	0	174	0.0%	0
241	Grangeville	0	1,893	0.0%	0
242	Cottonwood	51	499	10.2%	1,906
251	Jefferson	114	4,024	2.8%	59,829
252	Ririe	0	756	0.0%	0
253	West Jefferson	38	735	5.2%	6,862
261	Jerome	74	3,042	2.4%	63,448
262	Valley	0	716	0.0%	1,673
271	Coeur d'Alene	703	9,049	7.8%	52,182
272	Lakeland	67	4,065	1.6%	82,483
273	Post Falls	94	4,141	2.3%	50,644
274	Kootenai	13	276	4.7%	475
281	Moscow	215	2,587	8.3%	203,488
282	Genesee	21	325	6.5%	4,889
283	Kendrick	32	383	8.4%	523
285	Potlatch	18	619	2.9%	14,006
286	Whitepine	12	662	1.8%	10,985
291	Salmon	32	1,312	2.4%	0
292	South Lemhi	0	166	0.0%	0
302	Nezperce	13	223	5.8%	0
304	Kamiah	7	631	1.1%	19,800
305	Highland	3	275	1.1%	0
312	Shoshone	0	470	0.0%	0
314	Dietrich	20	207	9.7%	0
316	Richfield	10	198	5.1%	0
321	Madison	51	4,116	1.2%	41,956
322	Sugar-Salem	32	1,408	2.3%	45,335
331	Minidoka	49	4,864	1.0%	108,849
340	Lewiston	108	5,147	2.1%	313,587
341	Lapwai	0	531	0.0%	$0

Appendix D: 1998-99 Gifted/Talented Students and Expenditures by District

District #	District Name	Gifted/ Talented Child Count 12-1-98	1998-99 Total Enrollment	Percent of Gifted/ Talented Students in District	Gifted/Talented Expenditures from State & Local Funds for 1998-99
342	Culdesac	0	236	0.0%	$0
351	Oneida	47	1,011	4.6%	0
363	Marsing	33	673	4.9%	0
364	Pleasant Valley	0	32	0.0%	0
365	Bruneau-Grand View	0	591	0.0%	0
370	Homedale	57	1,273	4.5%	0
371	Payette	213	1,987	10.7%	58,883
372	New Plymouth	38	991	3.8%	31,738
373	Fruitland	78	1,356	5.8%	991
381	American Falls	54	1,665	3.2%	37,737
382	Rockland	0	181	0.0%	0
383	Arbon	0	18	0.0%	0
391	Kellogg	100	1,477	6.8%	54,899
392	Mullan	7	190	3.7%	921
393	Wallace	45	781	5.8%	48,209
394	Avery	0	32	0.0%	0
401	Teton	10	1,280	0.8%	13,262
411	Twin Falls	228	7,235	3.2%	93,730
412	Buhl	68	1,443	4.7%	20,031
413	Filer	20	1,370	1.5%	23,645
414	Kimberly	134	1,226	10.9%	24,320
415	Hansen	12	377	3.2%	0
416	Three Creek	0	9	0.0%	0
417	Castleford	15	400	3.8%	0
418	Murtaugh	9	289	3.1%	0
421	Mccall-Donnelly	36	1,078	3.3%	546
422	Cascade	14	406	3.4%	905
431	Weiser	57	1,626	3.5%	48,919
432	Cambridge	0	263	0.0%	0
433	Midvale	2	110	1.8%	0
State Totals		8,385	244,623	3.4%	$5,212,933